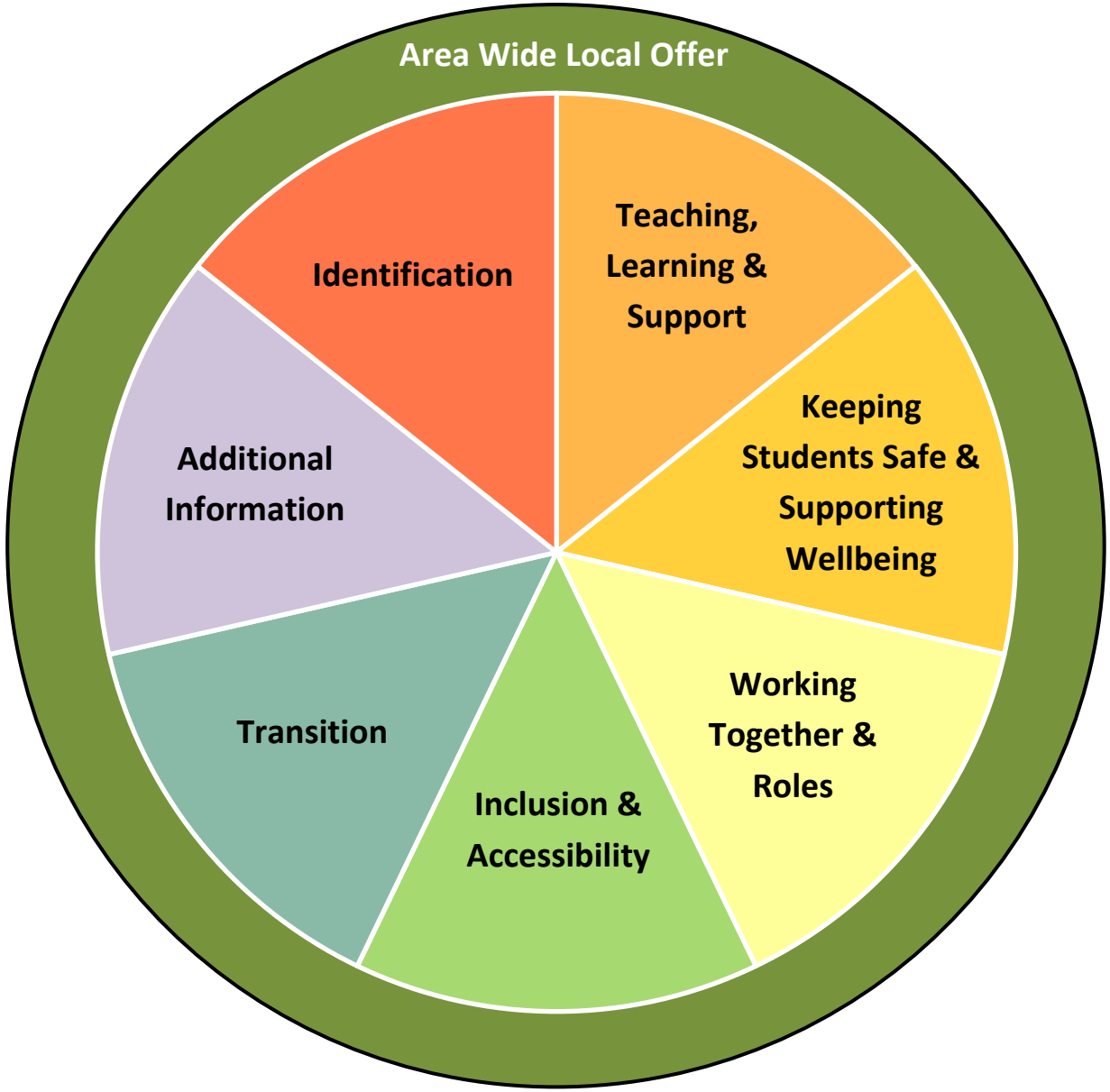
Disley Primary School SEND Information Report (Local Offer) 2026-2027

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

'Proud to Belong'

Disley Primary School SEND Information Report (Local Offer) 2026-2027

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Name of Setting	Disley Primary School
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☑ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	4-11
Number of places	315
Which types of special educational need do you cater for? *(IRR)*	☑ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulations).

Disley Primary School SEND Information Report (Local Offer)

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Disley Primary School pupils with SEND are identified as early as possible within our setting. Communication around initial identification occurs through dialogue between parents/carers, class teachers and the child. Concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

We support and offer all school staff opportunities for continuing professional development linked to SEND in the primary setting. Early identification is important, and therefore staff working in school monitor every child's progress carefully through termly pupil progress meetings that are led by the Head Teacher, Assessment Co-ordinator, SENDCo and members of the Senior Leadership Team.

Concerns are initially raised with the school SENDCo who would discuss them with those working with the pupil, the pupil's parents/carers and possibly the pupil themselves. This discussion and plan focus on the desired outcomes for the child, and looks at what provision and strategies might be necessary to enable the child to reach those outcomes. As appropriate, individualised/group intervention programmes may be provided. Those pupils with higher levels of need might be referred to other agencies for further advice and support. A SEND support plan will be written and shared with parents/carers as part of a plan, do and review process. The SENDCo keeps a register of pupils requiring additional support to monitor the progress of these pupils, and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the initial communication should be with your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Our SEND Policy, Accessibility Plan and Equality Policy can all be found on the School's website: https://www.disleyprimary.org.uk/page/?title=Policies&pid=32

Disley Primary School SEND Information Report (Local Offer)

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Local Offer; https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx as well as the Cheshire East Toolkit for Inclusion **Cheshire East Toolkit for Inclusion**

At Disley, it is our aim that all children are given the opportunity to access appropriate learning opportunities in a totally inclusive manner. Staff have all been made aware of and follow our Social Model of Disability document in order to ensure that our school is an inclusive environment as much as possible.
Our priority is the provision of high-quality inclusive class teaching with the aim of meeting the needs of all our learners. All staff are aware of ensuring ordinarily available inclusive provision (OAIP)is provided in all classes/lessons as specified within the Cheshire East Toolkit for Inclusion. Class-based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in inclusive learning opportunities for the children in their class.
The school has a range of intervention programmes to assist children who require support which goes beyond class-based approaches. Some of these intervention approaches are published, or commercially available packages of support and others are bespoke/personalised approaches based on best practice guidance, for example social skills groups (ELSA interventions, Resilient Classroom, Cool Connections, Lego Therapy, Precision Teaching etc. Staff also have access to online learning resources to help support pupil needs.
For those with significant or complex needs the school seeks the advice of specialists, for example Speech and Language Therapists, Physiotherapists and Occupational Therapists. In some cases, these specialists might work in school with the child.
Where additional levels of support are required a school support plan is created with the parents and child and this will outline the most appropriate provision for the child. In addition, parents will have the opportunity to discuss their child's progress at regular parent- teacher meetings as well as a termly Parent/Teacher SEND meetings. There is also the opportunity to contact the school SENDCo to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

At Disley our class teachers take responsibility for meeting the needs of all learners in their class by adapting and ensuring inclusive learning. Where pupils have SEND, class teachers will be aware of the pupil's individual needs and will make every effort to accommodate these. For example, for learners with literacy difficulties the class teacher may provide personalised spelling banks, or for those with language processing differences, visual supports may be used to accompany auditory information. We use a password protected assessment management system, Bromcom for data in school which highlights pupils SEND and medical needs to all staff who log into the system. This system is linked to our assessment tools meaning that information about pupil need is visible to staff alongside academic data. Information about individual pupils with SEND is shared with supply staff via a personal file which can be located in the office. This information is also kept securely on the staff SharePoint (password protected).
Where learners are working at an attainment level below that of their peer group class teachers adapt teaching to ensure that gaps in learners' knowledge are covered. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the

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Teaching, Learning and Support

strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to inclusive teaching, scaffolding or differentiation with the SENDCO.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that inclusive teaching approaches, which are the first wave of provision for learners with SEND are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, alternative seating etc. For those requiring provision additional to class-based approaches, funding facilitates some of the school's intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or specified in EHCPs). The SEND budget is ultimately the responsibility of the Head Teacher who is accountable to Governors, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost effectively.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*

At Disley, once children's specific needs are initially identified a discussion takes place between teachers and parents/carers. At this meeting, desired outcomes for the pupil will be discussed and agreed. As this process progresses through consultation between classroom practitioners and the school SENDCo, the nature of the provision required is decided upon.

If appropriate, the school seeks additional support from external agencies to contribute their expertise. Parents/Carers and, if appropriate, pupils will take an active role in the process of developing individualised provision. Any decisions to implement provision for any child seeking support which is different from or additional to that received by the majority of children are made in conjunction with parents/carers and the individual child.

During the discussion process, if there are differences of opinions surrounding the nature of support required for individuals, the school may seek the advice of external agencies to support the overall decision making process.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school possesses a range of equipment and facilities (e.g. differentiated reading material, Numicon resources, Barrington Stokes resources, writing slopes, wobble cushions, coloured overlays, sensory toys, appropriate fiddle toys, weighted jackets, theraputty, therabands, specifically coloured paper/workbooks etc) to support pupils with SEND and the school SENDCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. specialist seating, large print books, specific fiddle toys etc.) the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, physiotherapist) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

At Disley, all school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is failing or excelling. For learners with the most significant needs, regular contact as appropriate with families takes place, for example through informal conversation at the end of the school day or via a personal message on Tapestry/ Class Dojo. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held twice a year and also via the annual school report to parents which is sent home during the summer term (appointments available to discuss upon request). For learners with SEND, school support plans will be discussed with parents at termly parent-teacher SEN Support meetings, and for those with EHCPs an annual review will also be held. Parents are welcome to seek additional appointments to discuss their child's progress as required and class teachers are usually available for informal discussions at the end of most school days.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

At Disley we make every effort to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at an appropriate level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENDCo, along with the head teacher and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of parents and, when appropriate, pupils regarding the effectiveness of support are sought annually and collated to inform decisions about future provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes while remaining cost effective. The individual opinions of pupils and parents/carers regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.
The SENDCo reports termly to governors as well as having a termly meeting with the Inclusion governor.
The school also undertakes Parental Surveys and collates the results and feedback, including feedback regarding SEND provision and evaluates and acts upon the communication accordingly.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety at Disley is paramount. Information about pupils with SEND is communicated to relevant school staff (including supply teachers) via the school SENDCo, Head teacher, Deputy Head teacher and the Class Teacher. Information sharing includes any areas of the school that could pose a risk to the pupil. Where risks are identified, measures are taken to limit these, for example supervising a child more closely during transition times/unstructured times of the school day. For some pupils, alternative arrangements may be deemed necessary, including additional adult support during break and lunch times. For some pupils, a detailed risk assessment is undertaken which is shared with parents/carers, and reviewed regularly by the class teacher and SENDCo.

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our Personal Health and Social Education (PSHE) teaching (we have bought into the Jigsaw package) we offer a range of interventions including Emotional Literacy Support Assistant (ELSA) interventions, both commercially published and bespoke to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. Midday Assistants are trained to encourage team building and to support children to develop friendships.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups / siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their classmates (e.g. Circle Time discussion). At other times this takes a more general form such as working with the class on celebrating diversity. This may be done sensitively through short discussions points following watching short films about 'what it's like to be autistic, dyslexic.' Etc. We hold whole school assemblies and address some of the key areas of need within our school and we also celebrate Neurodiversity Week as a whole school each March. We also work closely with Young Carers, and a representative has worked in school with children in order to explain and establish who may be a Young Carer. Parents of Young Carers and the children themselves are involved with the whole process.

BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. Our school Parliament, involved with Pupil Voice activities helped to create a child friendly Anti Bullying plan and ensured that all children in school listened to and

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Keeping Students Safe and Supporting Their Wellbeing

understood this at a 'child friendly' level appropriate to the age and needs of the children. Our Anti Bullying Policy can be found on our school website https://www.disleyprimary.org.uk/page/?title=Policies&pid=32

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the waiting area near to the office and staffroom where medication is kept in the fridge in the locked medical room. Medicine is then administered in the presence of two members of staff, one of whom is the nominated First Aider who signs to acknowledge correct administration.

In some cases, pupil's medication may be more appropriately stored in the Head Teacher's office (e.g. epi-pens, insulin etc). When this is applicable, a clearly identifiable safe place in the office is chosen (Head Teacher's desk drawer). Asthma inhalers are kept in the pupil's class in a secure but known location.

TOILETING

There is an expectation that pupils entering school, where possible, are independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service or bladder and bowel nurse when meeting pupil's toileting needs and it may be that an Intimate Care Policy will need to be talked through and agreed upon.

PRIVACY AND DIGNITY

For some pupils it may be more appropriate for medical care to take place in private, and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

All electronic data in school which highlights pupils SEND and medical needs are available to appropriate staff by logging on and using a password protected system to log into SharePoint. Information about the medical and personal care needs of pupils is kept in the personal files located in the locked filing cabinet in the SENDCo's room. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored securely with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via more detailed plans as appropriate.

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Keeping Students Safe and Supporting Their Wellbeing

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional 'catch up work' for completion at home. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training (First aid at work, Paediatric First Aid, Emergency First Aid) following a three-year cycle. Regular training is provided in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seek out relevant training to address the specific needs of pupils.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal Social and Emotional wellbeing is at the heart of our curriculum and class teachers address this through regular sessions in class (Jigsaw sessions). Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day-to-day basis. For those requiring significant levels of support, the school may employ external providers who might work individually with children or might support pupils in a more holistic way (e.g. play therapists, family support, peer support etc.). The school has a specifically trained ELSA who works with groups or individuals to help improve emotional literacy of specific children. The school works closely with Cheshire East Mental Health Support Team who will support children on a need-by-need basis. Additionally, members of school staff have trained as Senior Mental Health lead and Mental Health First Aiders.

What support is there for behaviour, avoiding exclusions and increasing attendance?

BEHAVIOUR

The school has a clear positive behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key trigger points during the day, for others this may involve a time out arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupils whose behaviour is challenging is to firstly understand this behaviour. Our focus is on proactively avoiding certain behaviours, deescalating emotional incidents and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour and aim to find creative strategies to support pupils in managing their behaviour. The school's behaviour policy can be found on the policy section of the website here: https://www.disleyprimary.org.uk/page/?title=Policies&pid=32

EXCLUSION

A copy of the school's Exclusion policy can be obtained directly from the school.

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Keeping Students Safe and Supporting Their Wellbeing

ATTENDANCE

We take active steps to improve attendance, and any absence is followed up quickly, usually on the first day if the parent has not notified school of the reason for the child's absence.

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Working Together & Roles
What is the role of my child or young person's class teacher?
The class teacher has the overall responsibility for pupil's learning and their day-to-day well-being in school. They are the first port of call for pupils and parents and act as a hub for information about the pupil unless an alternative key worker has been assigned. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils and to ensure that any resources in place to support pupil learning are used effectively (e.g. additional adults, physical prompts, interventions etc).
Who else has a role in my child or young person's education?
The Head Teacher oversees the running of the school ensuring that all elements of a pupil's education are in place. The Head Teacher and SENDCo have the responsibility for co-ordinating the provision for pupils with SEND. The SENDCo will have an overview of all SEND pupils, she will usually host formal meetings such as annual reviews and be responsible for information concerning each pupil. In addition to the class teacher and SENDCo, pupils might come into contact with the following outside agencies such as Occupational therapy, Speech and Language therapy, Physiotherapist, Play Therapist, school nurse etc. We have a team of dedicated teaching assistants who can deliver SEND provision. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or occasionally on an individual basis. For pupils with the highest most complex level of need, an additional adult might be assigned to work with a specific pupil. This provision would be identified in the child's Education Health Care Plan (EHCP).
How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
The SENDCo communicates regularly with all teaching staff and teaching assistants. This takes places when key information is shared and implemented and also through regular discussions where required. Where appropriate, all class teachers and teaching assistants involved with a particular child will be given a copy of the Education Health and Care Plan and individual support plans related to the targeted needs of the child. When supply teachers teach classes of children, the class teacher ensures that they are fully informed of the child's needs related to the EHCP (Education Health and Care Plan).
What expertise is available in the setting, school or college in relation to SEND? *(IRR)*
At Disley we celebrate a high standard of good practice across the school. All school staff have a good awareness of SEND through regular training within Cheshire East and CPD delivered by the SENDCo and arranged outside agencies. Specific training opportunities for staff are tailored to ensure that all staff members can access continuing professional development opportunities. The SENDCo has held this post since September 2020 in this setting and attends ongoing professional development courses and locality meetings to keep up to date with all areas of SEND. The SENDCo also holds QTS status and has achieved the NASENCo qualification.
Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*
The school works with a wide range of services. We have close links with health professionals, for example, Child and Adolescent Mental Health Service (CAMHS), My Mind, Speech and Language Therapy and Occupational Health, Physiotherapists and Play Therapists. We work closely with social care teams, as well as other

Disley Primary School SEND Information Report (Local Offer)

Working Together & Roles
community organisations such as Barnardo's, and Young Carers. We regularly organise multi-agency meetings to discuss pupil's needs (e.g. EHA – Early Help Assessment) and to ensure good communication with these groups in order to meet the needs of pupils and their families.
Who would be my first point of contact if I want to discuss something?
Your first point of contact should be your child's class teacher.
Who is the SEN Coordinator and how can I contact them? *(IRR)*
The SENDCo at Disley Primary School is Mrs Louise Carberry and should you wish to contact her please phone the school Office on 01663 797332
What roles do your governors have? And what does the Inclusion governor do?
The school governors have responsibility for ensuring the quality of provision across the school. Disley's designated governor for Inclusion is Mr Ian Rush. Regular meetings between the SEND/Inclusion governor and SENDCo take place to ensure that all pupils including those with SEND make progress.
How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*
Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a School Parliament, made up of pupils who meet regularly and to share the views of their peers. Pupils with SEND are represented within this group.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. hearing readers, accompanying trips etc. Parent governors sit on the governing board and when their term of office expires details of how to stand are advertised on Class Dojo (School Story). There are opportunities to join Disley PTFA who organise events and fundraise on behalf of the school.
What help and support is available for the family through the setting, school or college? *(IRR)*
We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENDCo, provides support to parents as required. This might be completing forms with parents or signposting them to agencies who can help further. Cheshire East Information Advice and Support Service (CEIAS) **http://www.ceias.cheshireeast.gov.uk/home.aspx** Information about parent support groups are shared with parents and information is posted on the SEND section on the school website.

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Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*
As an inclusive school setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school visits etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example,

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Inclusion & Accessibility

this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential visits etc. We have a range of out of school clubs and activities, which change from time to time (details available on Class Dojo – School Story), all of which are available to every pupil regardless of need. On occasions, where parents/carers and key members of staff feel that a different approach is required, alternative provision can be made.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required) There is wheelchair access for all of the school setting apart from two upstairs classrooms. If necessary, children would be located in an alternative classroom.

Are disabled changing and toilet facilities available? ☑

Details (if required) Yes, there is a disabled toilet with a space to change. There is an on-site shower too.

Do you have parking areas for pick up and drop offs? ☑

Details (if required) Disabled spaces for parents/children as appropriate located in the school car park

Do you have disabled parking spaces for students (post-16 settings)? ☑

Details (if required) N/A

Every effort will be made to provide reasonable adjustments to ensure that its facilities are accessible. Our Equality Policy and Accessibility Plan can be found on the school website in the Policy Section https://www.disleyprimary.org.uk/page/?title=Policies&pid=32

Pupils with SEND are supported to access the facilities available to their peers, for example by providing additional adult support for sports sessions, appropriate coloured paper, workbooks, large print books etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or via TEAMS.

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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

For information about entry, please email the main school office **admin@disleyprimary.org.uk** and they will discuss the entry process with you.
Disley Primary School complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. "Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils."

How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new Reception pupils; however, we encourage the families of pupils with SEND to arrange a separate visit with the Head Teacher or SENDCo so that information which specifically relates to your child's requirements can be shared. This can be arranged by contacting the school office.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

ENTRY TO SCHOOL

It is usual for families of pupils with SEND to visit the school setting for an informal tour of the school with the school Head Teacher and/or SENDCo. Details of specific needs are highlighted during the first meeting. Through discussion with parents/carers the needs of the child are established. For those children requiring a higher level of support a multi-agency Action for Inclusion/transition meeting is held where a plan is formulated. This meeting presents opportunities for parents/carers and where relevant, external professionals and key members of staff to share important information concerning the needs of the child.
Transition opportunities for pupils may involve spending time in their new class during a visit prior to starting, to enable them to meet the teacher and become familiar with their peers. The SENDCo and class teacher may carry out visits to pre-school settings alongside the class teacher for Reception children with SEND. Discussions with the Key Worker allocated to an individual child in a pre-school setting takes place to ensure that all information is handed over. Home visits can take place for children in the early years if requested by parents/carers. For pupils moving into Disley Primary School from other school settings, discussions between SENDCos takes place.

TRANISTION TO NEW SETTINGS

At Disley Primary we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting; for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have strong communication links with local pre-school settings and high schools, working closely with key members of staff. At Disley we make arrangements for our children with SEND to be fully part of the transition process when moving from one class setting to the next during the summer term. This may involve additional time spent with the new class teacher and teaching assistant (where appropriate), and/or additional

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Transition

meetings with parents/carers to ensure that effective communication continues. For some of our children with specific needs we create and provide additional resources to enable a calm transition.
We also enjoy good links with our main feeder high school, Poynton High School as well as other local High Schools. Comprehensive transition procedures take place for pupils transferring to Poynton High School and other local High Schools.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

Additional information (parent drop-in sessions) related to CEAT (Cheshire East Autism Team) and Educational Psychology services can be accessed for parents/carers through the SENDCo, Louise Carberry. Advice and support can be accessed at the following website addresses.

Cheshire East's Local Offer Information Hub
Special Educational Needs and Disability (cheshireeast.gov.uk)
https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx

Cheshire East Information Advice and Support Service (CEIAS):
http://www.ceias.cheshireeast.gov.uk/home.aspx

When was the above information updated, and when will it be reviewed?

Last updated: November 2026
Next review: November 2027

Where can I find the Cheshire East Local Offer? *(IRR)*

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

As a school we encourage parents/carers to address any worries or concerns promptly, initially with the class teacher, and then if they are unable to help, with a senior member of staff including the following members: SENDCo, Deputy Head or Head teacher. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these members of staff, you remain unhappy with any aspect of the school's performance, our Complaints Policy can be accessed via the school office and the school website
https://www.disleyprimary.org.uk/page/?title=Policies&pid=32

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Additional Information